

Designing Your Own Classroom Tips

Preventing Misbehavior

1. Spend at least 80% of discipline effort on building relationships between you and your students. Strong positive relationships between staff and other students are a number one way to preventing misbehavior in the first place.
2. Make a set of logical rules and consequences. Even more effective if you build them as class together. Make the punishments directly related to the behavior. Like if the student is playing during class time, the student can make it up during their recess time.

Managing Movement and Transitions

1. When managing movement and transitions make sure the kids know exactly what they are doing before they get up. Rather than just explaining, model the action for them. First, second, third.... Try not to give more than 3 directions or kids get lost.
2. Use transition grabbers such as a clapping game for kids who are ready and waiting for the next activity. Also use quieting tools such as a chime, or a little song, rain sticks that give the students enough time to complete their actions.

Student Feedback

1. Use affective language when praising students to their face or in their work. Do you vague phrases like “good job”. Be specific with what you like about it or them. For example, say “I’m really proud of how you...” This also goes for discipline. Be specific about certain behaviors rather than saying “stop doing that”

2. Have an organized way for students to get their feedback as soon as possible. When students do an assignment and don't get it back quickly they are much more likely to throw away any feedback given.

Checking for Understanding

1. When you give instructions for an activity use different ways to check that everyone knows what they are doing. Have a student reiterate the directions. Another way is to have the children pair share and tell their partner the directions.

2. After activities use an instant feedback device. One of these is a exit ticket. Have the students say what they learned and if they feel they learned the concept.

Formats of Instruction

1. Use instruction methods that incorporate as many intelligences as possible. The more an activity hits a students preferred intelligence the more easily they will be able to grasp the concept.

2. Plan lessons so that students can discuss what they learn, personally experience their learning, and be able to teach what they learned. Students retain much more of the information this way, rather than reading listening or seeing.

Ensuring Student Understanding

1. If we see low-test scores or low understanding in a certain area, make it a habit to rehash information already taught. The students who already have a firm grasp will be refreshed while students having difficulties will have more time to work on material.

2. Make sure the information given is with the learners proximal zone of development. Meaning reading level, or

math skills, or giving the background information that is needed for the students to learn.

Differentiating for Student Success

1. Pre-asses the students to see where they are at and what type of work they can handle. Then prepare lessons so that there are different activities so that students at all levels can learn.

2. Make sure the groups that students are put in are different every time and that the same groups aren't made each time. It is useful for student who get the material to help student who don't. Also try to highlight students with special skills so that others see them as a support for the group. For instance make sure there is someone who likes to draw in each group so that they can contribute in their own way.